



Wren Middle

1010 Wren School Rd.
Piedmont, SC 29673

Grades	6-8 Middle School	
Enrollment	763 Students	
Principal	Robin R.Fulbright	864-850-5930
Superintendent	Dr. Wayne Fowler	864-847-7344
Board Chair	Mr. Fred Alexander	864-947-9346

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Excellent*
2008	Good	Below Average
2007	Good	At-Risk
2006	Good	Below Average
2005	Good	Below Average

* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

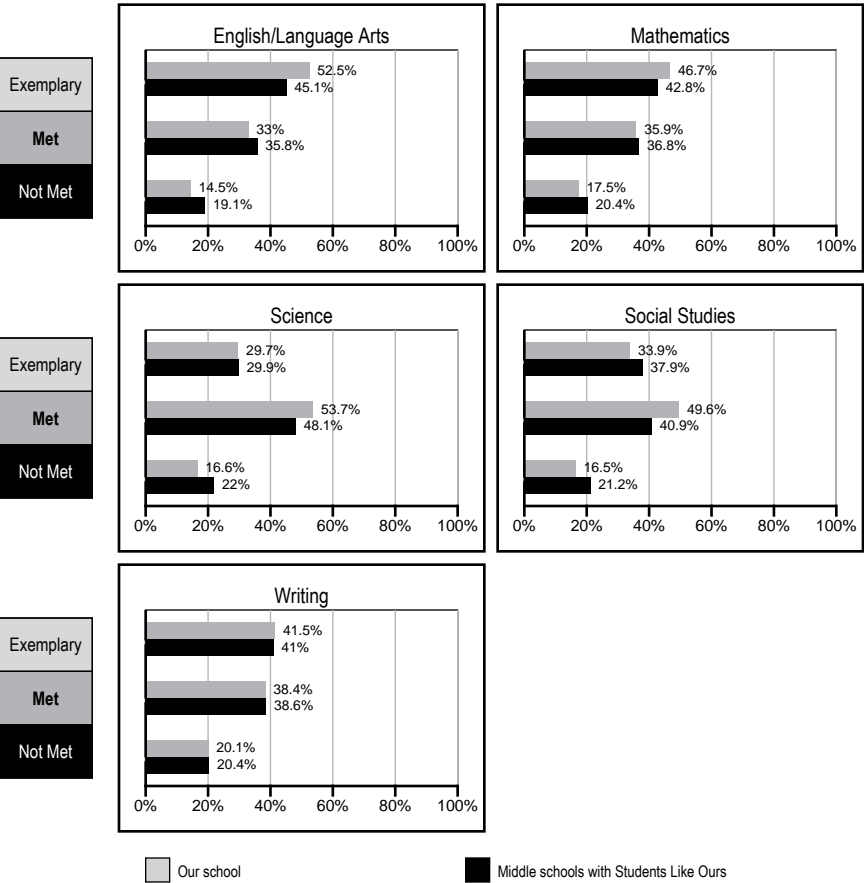
96.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	9	3	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	99.5%
English 1	100.0%	97.6%
Physical Science	N/A	100.0%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	98.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=763)				
Students enrolled in high school credit courses (grades 7 & 8)	19.0%	Down from 19.4%	28.7%	21.6%
Retention rate	0.0%	No Change	1.0%	1.2%
Attendance rate	95.7%	Up from 95.2%	96.4%	95.9%
Eligible for gifted and talented	24.6%	Down from 27.8%	25.0%	14.8%
With disabilities other than speech	10.3%	Up from 10.0%	9.5%	12.6%
Older than usual for grade	0.9%	Up from 0.8%	1.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 0.6%	0.8%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	53.3%	Down from 55.6%	56.4%	56.9%
Continuing contract teachers	80.0%	Up from 73.3%	78.7%	72.7%
Teachers with emergency or provisional certificates	0.0%	Down from 2.6%	2.8%	5.3%
Teachers returning from previous year	85.0%	Up from 84.3%	84.5%	82.9%
Teacher attendance rate	94.6%	Down from 95.1%	95.2%	95.2%
Average teacher salary*	\$47,263	Up 3.3%	\$48,565	\$46,599
Professional development days/teacher	6.5 days	Down from 8.0 days	9.0 days	10.8 days
School				
Principal's years at school	10.0	Up from 9.0	8.0	3.0
Student-teacher ratio in core subjects	22.7 to 1	Down from 23.3 to 1	22.4 to 1	20.1 to 1
Prime instructional time	89.9%	Up from 89.3%	90.5%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.0%	Down from 99.0%	94.9%	97.8%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$5,873	Up 7.9%	\$6,596	\$7,645
Percent of expenditures for instruction**	65.6%	Down from 66.1%	65.6%	63.4%
Percent of expenditures for teacher salaries**	60.2%	Down from 60.8%	59.7%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

High expectations and academic excellence are the primary goals of Wren Middle School. Standards based instruction continues to be the focal point of our academic program. Administrators and teachers consistently seek new instructional strategies that will enable them to move all students to their greatest academic potential. Among these strategies are curriculum mapping, benchmark testing and differentiated instruction. All students participate in MAP testing in the areas of ELA and math in the fall and spring. Administrators and teachers analyze test data in an effort to identify the academic strengths and weaknesses of individual students. Literacy skills are emphasized in all academic areas through the integration of subject based literature across the curriculum. All students are required to participate in our D.E.A.R. program and the accelerated reader program. The Gateway to Engineering class has been added to the related arts curriculum. This program provides exposure to basic engineering concepts and paves the way for students to participate in higher level science and engineering classes throughout high school and college. All students have the opportunity to participate in band and strings classes. The band and strings students have enjoyed great success in state and regional competitions. Smooth transition from the elementary schools to the middle school is a top priority as is the transition from Wren Middle School to the high school. Service projects are a vital and integral part of our overall school program. Service projects provide opportunities for parent and community involvement as well as a way for students to apply classroom knowledge to real world situations. Among our many accomplishments are the following:

- 48 students were nominated for the Talent Identification Program.
- 83 students were nominated for the Junior Scholars Program.
- 47 students were identified as Junior Scholars
- 4 EIA Teacher Grants totaling \$21,600 were funded.
- A Wren Middle School student won the State superintendent's writing award

Wren Middle School appreciates a supportive PTSO and SIC. Our PTSO provided funds for an electric sign which has greatly improved our ability to inform parents and the community of school events and activities. Our PTSO has also provided funds for instructional resources that enhance our academic program. Wren Middle School is a community of learners emphasizing academics, service and the arts. Our goal is to provide students with diverse opportunities that will bridge the gap to the future and enable them to develop skills to ensure success throughout their educational careers and beyond.

Brent Greer, School Improvement Council Chairman
Robin R. Fulbright, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	237	79
Percent satisfied with learning environment	83.9%	79.5%	87.2%
Percent satisfied with social and physical environment	93.5%	80.3%	80.8%
Percent satisfied with school-home relations	93.3%	88.8%	80.8%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	772	100	15.9	34.9	49.2	89.7	92.2	82.8	Yes	Yes
Gender										
Male	395	100	18.4	35	46.5	87.4	90.9	79.3	N/A	N/A
Female	377	100	13.2	34.8	52	92.1	93.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	681	100	15	33.6	51.4	90.1	93.1	89.5	Yes	Yes
African American	66	100	31.7	38.3	30	81.7	85.4	73.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	90.5	92.3	I/S	I/S
Hispanic	15	100	N/AV	N/AV	N/AV	100	85.2	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.3	82.5	I/S	I/S
Disability Status										
Disabled	79	100	65.3	26.4	8.3	55.6	72	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	84.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	234	100	28.2	44.7	27.2	81.1	86.5	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	772	100	19.2	38.5	42.3	89	88.8	78.9	Yes	Yes
Gender										
Male	395	100	20.1	35.3	44.7	88.2	88.6	77	N/A	N/A
Female	377	100	18.3	41.9	39.9	89.9	89.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	681	100	18.1	36.7	45.2	89.8	89.8	87.2	Yes	Yes
African American	66	100	36.7	48.3	15	76.7	79.6	66.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	92.9	93	I/S	I/S
Hispanic	15	100	8.3	66.7	25	100	85.2	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	73.3	79.5	I/S	I/S
Disability Status										
Disabled	79	100	70.8	23.6	5.6	45.8	59.7	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	85.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	234	100	36.4	47.1	16.5	77.2	81.1	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	517	100	16.6	53.7	29.7	83.4	84.7	67.5
Gender								
Male	260	100	17.2	53.3	29.5	82.8	84.9	67
Female	257	100	16	54.1	29.9	84	84.4	68
Racial/Ethnic Group								
White	463	100	16.1	52.8	31.1	83.9	86.6	79.5
African American	37	100	28.1	53.1	18.8	71.9	63.6	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.7	84.3
Hispanic	13	100	9.1	81.8	9.1	90.9	79.4	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	49	100	54.5	40.9	4.5	45.5	56.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	79.5	59.6
Socio-Economic Status								
Subsided meals	152	100	31.1	56.8	12.1	68.9	74.5	55.1

Social Studies

All Students	515	100	16.5	49.6	33.9	83.5	85.9	72.3
Gender								
Male	258	100	16.6	44.1	39.3	83.4	86.2	71.5
Female	257	100	16.3	55.1	28.6	83.7	85.7	73.2
Racial/Ethnic Group								
White	449	100	16.1	47.9	35.9	83.9	86.8	80.7
African American	49	100	25.6	60.5	14	74.4	78.7	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	96.6	88.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	78.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	54	100	52.9	41.2	5.9	47.1	59.8	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	78	67.9
Socio-Economic Status								
Subsided meals	155	100	29.3	56.4	14.3	70.7	77.1	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	775	99.6	19.9	38.5	41.6	80.1	80.5	70.2	95.7	96.3
Gender										
Male	398	99.5	26.7	38.9	34.4	73.3	75.3	63.2	95.4	96.3
Female	377	99.7	12.8	38.1	49.2	87.2	86.1	77.5	96.1	96.3
Racial/Ethnic Group										
White	682	99.6	19.3	37.4	43.3	80.7	82.1	79.1	95.7	96.2
African American	68	100	31.1	45.9	23	68.9	67.7	57.6	96.2	96.9
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	92.9	86.2	97.5	97.2
Hispanic	15	100	8.3	50	41.7	91.7	72.2	62.6	96.6	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	53.3	68.7	99.9	94.3
Disability Status										
Disabled	79	100	71.6	25.7	2.7	28.4	36.6	26.1	93.5	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	74.5	61.2	95.9	97.1
Socio-Economic Status										
Subsidized meals	236	99.2	34.3	47.1	18.6	65.7	68.8	58.9	94.1	95.5

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	258	100	15.8	37.3	46.9	84.2
	7	260	100	16.8	31.2	52	83.2
	8	254	100	15.1	36.4	48.5	84.9
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	258	100	21.2	38.2	40.7	78.8
	7	260	100	20	40.4	39.6	80
	8	254	100	16.3	36.8	46.9	83.7
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	129	100	19.3	67.2	13.4	80.7
	7	260	100	15.2	52	32.8	84.8
	8	128	100	16.8	43.7	39.5	83.2
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	129	100	10.7	63.9	25.4	89.3
	7	260	100	21.2	44	34.8	78.8
	8	126	100	12.5	46.7	40.8	87.5
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	260	99.2	19.8	37.2	43	80.2
	7	262	99.6	18.7	36.9	44.4	81.3
	8	253	100	21.2	41.5	37.3	78.8

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample